

Female Marriage Immigrants' Situated Learning with Digital Storytelling in the Korean language education

Hyeonyeong Kim
Korea National University of
Education
kim.hyeonyeong@gmail.com

Hyeonjin Kim
Korea National University of
Education
hyeonjin.kim@gmail.com

Abstract: The purpose of this study is to explore the situational knowledge creation process to come up in a learner's story creation in the situated learning-based digital storytelling. The participatory observation and case study are adopted for the study. In result, the teacher and learners shared learners' experience, perspectives, language knowledge, etc. in order to draft and digitalize stories in digital storytelling. This helps learners to articulate their situated knowledge. These findings provide implications for both designing digital storytelling for situated learning and understanding learning from the situated learning perspective.

Keywords: Situated learning, Digital storytelling, Storytelling, Korean language education, female marriage immigrant, Qualitative case study research

INTRODUCTION

Recently, the issue of multicultural society has been discussed in various fields. Support for various multicultural or Korean language education was also conducted in Korea as the number of foreign workers and female marriage based immigrants increased. However, Korean language education only emphasizes on reading and writing skills of female marriage based immigrants and their Korean social adaptation based on the separate education form centered on Korean culture understanding. For this reason, there are needs for integrated multicultural awareness(Kwon & Shin, 2010; Ryu, 2015; Seo, 2015). Female marriage based immigrants are second language learners and adult learners at the same time, so they need a connection of life and experience. Studies have highlighted the need for them to reflect on and reconstruct their lives and experiences(Kim, 2011; Kim, 2015; Seo, 2015)..

Situated learning theory regards learning as a process of enculturation(Brown, Collins & Duguid, 1989) and a process of moving from peripheral participation within the community to full participation(Lave & Wenger, 1991) and provides us with meaningful implications. The process of knowledge building and learning, which it presents as a social opportunity for participation and experience can provide a "cultural becoming"(Yoo,2006) procedure female marriage immigrants to become active knowledge constructors(Choi, 1997) in second language learning.

In addition, situational learning can also explain that storytelling is an effective way to express and

share ideas and knowledge, in that it sees the knowledge gained through experience and social practice as having a story form(Brown et al., 1989; Lave & Wenger, 1991). Recently, storytelling has expanded to a technology called Digital storytelling technology, it is now possible to express and enrich our knowledge and experience more specifically. Now it is being used in a variety of fields, and also in education, digital storytelling techniques are being used to help learners understand information in context and express it synesthetically(Kim & Kim, 2012 ; Nam & Ga, 2014 ; Park, 2014 ; Park & Lee, 2014 ; Heo, 2006 ; Paull, 2002 ; Tssou, Wang & George, 2006 ; Sadick, 2008 ; Ballast, Stephens & Radcliffe, 2008). Taking these points into account, it may provide a more effective learning environment if we provide learners more practical activities designed to enable the learners to actively express and share his or her life according to the situational language learning context. However, although a variety of multimedia data and digital tools are being introduced into the learning context, input of them alone can not be expected to be really effective. Therefore, it is necessary to understand the practical use and interaction of digital media and the complexity of the process in which the learner experience leads to learning.

The purpose of this study is to explore the process of creating contextual knowledge of learners during the creation of stories in the situated learning based digital storytelling environment by using case studies based on participation. This will result in a status of situated learning in the course of learning digital storytelling, and educational implications for more meaningful use of digital storytelling skills.

THEORETICAL BACKGROUND

1. Digital Storytelling Learning Environment

Digital storytelling is all the storytelling that is created and shared using multimedia materials and editing tools in the digital technology environment. Lambert (2002) specifically defined the digital story as a computer edit the static image, voice, video, music, sound, and animation for communication purposes. There are many cases in which digital storytelling is applied to classes in education, most of which focus on creating digital stories. It consists mostly of three phases : before, middle, and after. Example : Kim & Kim, 2012 ; Nam & Ga, 2014 ; Park, 2014 ; Park & Lee, 2014 ; Heo, 2006 ; Paull, 2002 ; Tssou, Wang & George, 2006 ; Sadick, 2008 ; Ballast, Stephens & Radcliffe, 2008). In a second language education, storytelling also works in improving speech, reading, listening, writing, and language learning (Wilson, 1997). It is also notable for its effectiveness in speaking skills improvement (Morrow, 1985), reading, writing, and speaking skills improvement (Stadler & Ward, 2005). It is also noted in the fact that it is possible to present a communication situation based on the real world context (White, 1989). As such, Digital Storytelling has educational effects such as integrated mapping of learning areas, interest, motivation, and practical learning delivery.

The study's Digital Storytelling involves the entire process of narrative and shared learners' life stories in a second language, and the creation of digital stories. It is a learning activity that provides social and cultural understanding and practice of adult learners. Therefore, it would be defined as a story-oriented contextual learning environment rather than simply partial utilizing multimedia functions.

2. Situated Learning based Digital Storytelling Environment

1) The Concept and Learning Principles of the Situated Learning

The Situated Learning Theory (Situated Learning or Situated Cognition) began with a review of the acquisition of inactive knowledge of school education (Brown et al., 1989).

This focuses on the utilization of knowledge rather than on the point of acquiring it, and it requires the provision of a contextual experience using knowledge and an interactive experience through social participation (Brown et al., 1989 ; Lave & Wenger, 1991). The situated cognition (Brown et al., 1989 ; Suchman, 1987) said expert or public knowledge transmitted in the form of a story. To this end, providing context in the form of a story helps motivate and build meaningful knowledge based on the learners' experiences and needs for learning (Choi Jeong-im, 1997). In addition, a cognitive

apprenticeship model, which is a instructional models based on situated cognition, allows beginners to observe and modeling strategies in real life. According to the Situated Learning, experts deliver their knowledge to learners in the form of stories and learners organize it in the form of stories. These stories are created in context within LPP:legitimate peripheral partnership through sociocultural interaction (Lave & Wenger, 1991). In other words, stories created by teachers and learners in a Situated based Digital Storytelling environment are active players who create and express knowledge. The process of recreating a story through learning Korean can be seen as the process of creating a contextual knowledge of the learner's performance.

2) Design of Situated Learning Based Digital Storytelling Environment

This study encompasses two theoretical focal points from a literature review. Also, This study will organize the knowledge creation and the characteristics of the learning process in the Situated Learning.

First, knowledge takes the form of a story and cognition is structured and used in context in the situated learning. These characteristics give learners the opportunity to become more and more articulate by allowing learners to utilize and express their knowledge in various ways (Collins, Brown, & Newman, 1989). This also has implications for female immigrants' second language learning. Because the emotional stimulus factors of the story, such as interest, feeling, and empathy, and the conceptualization and memory and application of the experience through the story have positive effects on individual language development (Herman, 2003).

Second, In the situated learning, knowledge is meaningful when used with tools (Brown et al., 1989). It is important to give female immigrants the opportunity to take advantage of their existing knowledge as a " tool " in learning a second language and the knowledge of the new community(korean community), so it makes sense to see what knowledge they are using as a tool. In addition, learning environments should be provided that enable the refinement of knowledge and skills.

Third, opportunities for social participation and conversation are important in the Situated Learning. In the apprenticeship, which formed the basis of the Situated Learning, the novice learned the function by observing or asking the specialist to modeling the performance (Collins, Brown, Horbtem, 1991) Through collaborative tasks, the teacher provides the learner with apprenticeships so that beginners learners can gradually become a full participation.

METHODS

1. Research design

This study is a qualitative case study to understand situation learning of female marriage immigrants who are studying Korean using digital storytelling in terms of situated learning. The case in the study is the story creation process that appears in the digital storytelling activities of two female married immigrants who receive a 1:1 Korean instruction and in the learning process of individual learners doing it. In the process, this study understand the uniqueness of each case and explore the similarities and differences between the cases.

The research process is as follows. We developed problem consciousness through literature review and conducted Korean language education with three learners from February. Afterwards, the significance of the research problem was checked through personal information, the Korean language ability test, etc., and the instructional design and research methods were determined. It then obtained the case was selected and the consent of the research agreement of the participants before carrying out the research in June. The actual research data collection was conducted 10 times starting in June, and the data of the pre-interview, transcript, observation report, output(digital storytelling), Documentation, and output were analyzed and post interview were conducted based on the data.

1) Participants

The participants of the study selected two study participants using the typical case sampling method, targeted sampling. The case is two female marriage immigrants and a visiting teacher who are being taught by Korean language education at a local multicultural family support center in 2010.

2) Research environment

The research environment was designed as a face-to-face learning space and a network space for sharing digital stories. In particular, Visiting learning was done individually in two learner homes. Specific learning flows were for teachers to demonstrate Digital Storytelling and perform their own digital storytellings by observing and modeling learners. The final output was shared with other learners, which leads to the next time learning topic of the other learners. Specifically, we set up a topic for each learning session and set the role of participant. First of all, the curriculum which is in the book of The National Institute of the Korean Language Institute was considered to select subjects to derive the learners' life stories. It also established its role as a professional teacher and a beginner learner by focusing on the digital storytelling of learners.

2. Data Collection & Analysis

Data were collected through pre-questionnaire, pre-test, transcription, observation report, output, post-test data, and post- semi-structured interviews. The analysis process was conducted to continuously modify the assumptions discovered by researchers using Analytical Reduction. (Merriam, 2001).

3. Credibility of research

The first author of this study, the researcher, believes that knowledge is formed through understanding the participants through interaction (Mishler, 1986). As a Korean language teacher, the researcher conducted Korean language classes with three female marriage immigrants from February to July. In addition, through five case meetings of Korean teachers, Korean language learning standards and requirements of female marriage immigrants from were analyzed in detail.

This study was intended to ensure credibility based on the credibility criteria of Lincoln and Guba (1985). In order to triangulate the data, the data were diversified through literature review, in - depth interview, participation observation, observation report, other collected data, and supporting materials for research analysis.

RESULTS

1. Summary of research participants activities

Han and Huong are students who have been married from Vietnam to North Chungcheong Province. She is getting her first Korean lesson. Han has lived in Korea for two years and is a learner who can communicate on a daily basis. On the other hand, he is a beginning learner who started learning Korean after living in Korea a month. The learning content and progress of the two learners were considered separately because not only Korean language skills but also learning situations and daily life were different. The subject of each learner's digital story has also been set by the learner's situation and the sharing of the story sharing.

The first difficulties that the learner felt in the activities of specifying the story and expressing it as a digital tool were limitations to verbal expression and communication. At first, there were conversations formed about the difference in meaning between simple words. However, it gradually expanded into differences in words, meanings, and culture.

At first, the answers were mainly based on practice questions presented in textbooks, but they showed a willingness to share their daily lives over time. In

analyzing these learning courses and their outcomes, we found that teachers and learners interact around stories and are schematic to create stories. Next, I would like to describe the creation process of these stories and present the meaning of the Situated Learning.

2. Situated Learning in the story creation process in Digital Storytelling

Based on the Situated Learning point of view of the story's knowledge acquisition structure and knowledge sharing, In order to understand the second language learning process in the digital storytelling environment, we analyzed the research data focusing on the story and story creation process that teachers and learners create.

1) Story creation process if story creation is done separately and digital story production is conducted

The following is a story creation process when story creation and digital storytelling are separately performed. The created stories were shown in example stories (expert knowledge modeling), mini story 1 (understanding the vocabulary used in life), mini story 2 (correction of grammar and contextual use of grammar), and mini story 3 (practice for activating knowledge), draft story (structuring knowledge), completed story (Various expressions and clarifications).

Example story is an example of Digital Storytelling, in which learning activity is estimated and expert knowledge plays the role of modeling. PPT or video materials in the form of teachers, multimedia materials, and examples in Korean textbooks will be used.

Mini-Storytelling 1 is a reminder of the learners' experiences and anecdotes in learning vocabulary regarding Digital Storytelling topics. The learner negotiates or practices the meaning of the vocabulary with the teacher.

Han : My hometown. my hometown is Philippines Cebu. Uh. Sommeun*

Teacher : Seomindae (Correction)

Han : Uh Seomindae? It is famous as a tour spot.

Mini Story 2 is a story in the form of short text or narrative text in the process of using grammar. The correction of grammar through guidance on teacher pronunciation, grammar, punctuation and conversation duration is included. The learner's story is clearly expressed and becomes part of the draft story.

Teacher : How do you get to School Huong?

Huong : Go by bus.

Teacher : Let's take the bus. How long will it take?

Huong : It takes about 30 minutes.

Mini Story 3 is an narrative story of the process of organizing activities and sharing daily lives with learners, giving examples of mini-stories based on the situations in which they have learned. The teacher added on Han's story and clarified his sentence by presenting a guide question, how, why and where.

Teacher : Oh, was this taken in Korea?

Han : Hey there, Ha-Long, Vietnam, Gangwon Province. Mount over there.

Teacher : Ah, Mt. Seorak?

Han : Yes, Mt. Seorak.

Draft stories are text stories created by learners themselves writing their own stories and modifying their own stories with teachers, using previously narrative mini-stories. Based on the draft story, the company creates a story as structured knowledge as it prepares to set up a topic of digital storytelling, collect data, and prepare the creation of a digital story.

Huong : I will study at school on Monday, I will study at home on Tuesday, and eat with my friend at school on Wednesday (First Story reading).

The completed story is a combination of a draft story, a hidden story, and a digital material, which is expressed through digitalization. In the completed story, teachers and learners will talk about the story itself, as well as advice or technical guidance for editing multimedia materials that contain the story. To complete the learner's story, he or she learns a second language through verbal coordination for the discussion of the meaning of the story itself and for the collection, planning, selection, and editing of relevant multimedia materials.

Han : Ah, Haiphong Zhoi Zhoyou.

Teacher : What is that?

Han : So Chau (text input)

Teacher : Oh, really?

Han : Just teacher Jeogi...

Teacher : Yes, just put in the title.

Han : Just you there.

2) Creating a story when a story is created and a digital story created together

The following are a story creation process when story creation and digital storytelling are combined. The created stories were shown in Discovery stories (familiar everyday knowledge activation), example stories (sharing and modeling knowledge), storymap (creating knowledge through various representations), illustration stories, completed story (Synthesis and

clarification of knowledge). Each story was created in an interactive format that was the cause or factor of another story.

A discovery story is a story that is found in everyday life, such as a life story shared in class, a family story or a rough draft of a learner. The teacher and Han made a video of their children's Doljanchi (first-birthday party) last week while talking about their visit to the Doljanchi of acquaintances.

Example stories can be thought of as examples of digital storytelling activities prepared by teachers for learners' learning activities, or as a result of them. For digital stories produced by other learners, for example, Han's digital story has the theme of inviting. Huong is used when two learners' learning activities are linked to one another, as is the subject of celebration.

Teacher : I've been invited by someone, Huong.

Huong : Friend.

Teacher : Who invited you?

Huong : I am invited by Sister's Sister.

A story map is a mind map that collects a variety of text and multimedia materials and is structured by planning for digital storytelling.

Teacher : What video should I put in?

Han : Minho is a few days old. Minho was born. On the 3rd, there is Minho. I did it for three days. I know Minho is lying on his stomach for the first time.

Teacher : Yes, try it. Click here, you know?

Han: The ultrasound image? Third day video, teacher. What was that. Choeumpa (ultrasonics wave)

Teacher : Choeumpa video

A : Choreum. Choeumpa.

An illustration story is a partial story that forms the entire digital story. Based on the story map, neighboring people and learners or teachers participate. It also embodies multimedia data related to the subject as an illustrated digital story. The teacher was able to induce the learners to speak a natural story. In addition, learners have an immediate opportunity to refine their knowledge and utilize their functions in the process of presenting their stories.

The Completed story combines and video each completed illustration story. It takes the form of comprehensive clarity of knowledge through learning Korean. Teachers and learners will review this and share opinions on digital story creation and unexpected stories, while correcting text spelling, spacing, image effects, and voice recording.

Han : No. Not in size. Bolden.

(Font, Size change. Line) Teacher, that color?

Teacher : I don't think I can see it very well.

Han : Can't see well (changing color)?

Teacher : Oh, let's make it the blue color, and you can see it up here?

Han : (Raising up), Ah. Teacher, change the color here a little. It's hard, teacher.

CONCLUSION & DISCUSSION

An important part was the educational environment applied with Situated Learning Based Digital Storytelling. In this environment, the learning activities of teachers and learners will be conducted instead of focusing on teachers or learners. The focus was on a schematic of how teachers and learners interact and create stories with 'stories' centered around them.

Han, who participated in the study, was an intermediate learner. But Huong was a beginner. As a result, the creation process and creation story have different characteristics.

Han talked with the teacher and talked freely until she created an oral story. She had a lot of pressure to write a text story by himself and asked her teacher several times to confirm it.

Huong felt pressured to express her experiences before speaking in Korean. And she avoided expressing her emotions or experiences knowing that they were difficult to communicate. However, as the story creation grew more, the topics that learners and teachers had already talked about in the past became more diverse. In exchange for these stories, the new story has been recreated through text or digital detail. Wenger, McDermott and Snyder (2002, 2004) said participating in an action is a process that creates a new meaning for life. In other words, Digital Storytelling, which continues the story in the language learned, offers more opportunities for verbal and nonverbal input and practice for the construction of second language knowledge.

The learners will be able to resolve the possible avoidance, fear, and satisfaction in sharing the story. And learners will be able to expand their sociocultural understanding and meaning of life.

Next, the inter-teacher story creation process was created in different forms depending on the parallel alignment of digital tools. In separate cases, creation stories appear sequentially, such as a comparative learning process, and if the teacher immediately provided the opportunity to create a digital story and learn a language, they are created sequentially. In this case, however, it was more frequently used to create the next story than in a separate story. There are differences in the types and methods of knowledge construction of the two types. However, participating in interaction with other members (Discroll, 2000), and reorganizing and utilizing knowledge based on actual situation understanding reflects the state of situational learning (Bransford, Sherwood, Hasselbring, Kinzer & Williams, 1990).

At the Situated Learning Based Digital Storytelling, teachers bring up the story by introducing materials related to the student's life into the conversation. Digital storytelling activities cannot be performed without a story of the learner's life. Just as learners rely and expect to learn a second language from native Korean teachers, teachers expect learners to have a rich narrative and get their story out of the way. The story of the traditional digital storytelling education was determined by the teacher (e.g. Kim & Kim, 2012). In this study, however, the teacher introduced the learner's life related topics to the dialogue and supported the learner's storytelling.

Finally, Situated Learning Based Digital Storytelling was found to be unique to teachers and learners in terms of knowledge creation. They shared several mini-stories that can express each other in various situations, including learning Korean, gathering data, digital-story examples, and sharing daily lives through semantic negotiation. In the Situated Learning Theory, semantic negotiation is the process by which the experience becomes meaningful by actively participating and experiencing the world (Wenger et al., 2002, 2004). In order to utilize the Situated Learning Based Digital Storytelling environment, teachers must have an understanding of the learner's story narrative and re-creative processes. And teachers must create an environment in which a story is shared between teachers and learners. The suggestions for constructing the Situated Learning Base Digital Storytelling Learning Environment based on the study results are as follows. First, the Digital Storytelling Korean education for the Situated Learning will learn a learner's knowledge of a second language in real-life situations, and the results will be useful in their life. Second, the story plays the most important role in Digital Storytelling for Situated Learning. Teacher support is very necessary, especially if the subject is a student's life experience. Third, teachers should provide learners familiar with traditional classroom methods with appropriate guidance on the need and how to use them for unfamiliar learning environments and technology. Fourth, we should support the online environment for the Situated Learning Based Digital Storytelling learning environment.

Finally, I would like to propose the limitations of this study and follow-up work. First, because this study was conducted in 2010, it may differ from the context of recent female marriage immigrants. It is necessary to compare and understand what the characteristics of their referenced learning are in the present sociocultural context. Second, it is necessary to conduct systematic research that reveals the uniqueness of cases through individual case analysis and presents a comparative analysis of their similarities and differences. Third, this study limits the reliability and accuracy of the second-language story of participants, and further studies are needed to

improve it. This study will provide implications for the educational support for female married immigrants as well as for digital storytelling for the Situated Learning.

ACKNOWLEDGEMENTS (OPTIONAL)

- 1) This work is based on the first author's master's thesis directed by the correspondence author at Korea National University of Education.
- 2) This work revised form of the published in the 11th Volume 2 of 2018 Multicultural Education Research thesis ((Kim Hyeon-yeong and Kim Hyeon-jin (2018). Exploration of Female Marriage Immigrants' Situated Learning in Story Creation Process of Digital Storytelling for Korean Language Education. Multicultural Education Research, 11 (2)).

REFERENCES

- Kwon, S. j., & Shin, S. Y. (2010). Exploring the meaning of literacy education from the lived experiences of korean language class for female marriage immigrants. *Anthropology of education*, 13(2), 83-113.
- Kim, H. J. & Kim, S. J. (2012). Grounded design of the digital storytelling learning environments based on multiple intelligence theory. *Journal of Educational Technology*, 28(1). 29-51.
- Kim, J. H. (2011). Present education state of marriage-migrant women and female migrant workers: Reshaping lifelong education, *Research of lifelong education*, 17(1), 25-51.
- Nam, C. W., & Ka. E. A. (2014). Developing a teaching and learning model for digital storytelling-based instruction. *Journal of Educational Technology*, 30(4), 679-715.
- Ryu, K. E. (2015). An empirical study of the learning obstacles and improvement of korean language instruction for multicultural family. *Multicultural Education Studies*, 8(1), 29-47.
- Park, J. H. (2014). A study on digital storytelling based programming education. *Journal of the Korea society of computer and information*, 19(5), 119-128.
- Park, J. Y., & Lee, Y. K. (2014) The Effects of Scaffolding Types on Learning When Using Web-based Collaborative Storytelling Methods. *Journal of Educational Technology*, 30(4), 805-837.
- Seo, D. H. (2015). A longitudinal qualitative case study on migrant women s difficulties in educating their children: with a focus on their habitus and acculturation strategies according to

- their academic career. *Korean Journal of Sociology of Education*, 25(1), 211-247.
- Yoo, Y. M. (2006). *Knowledge ecology: Post-knowledge management for knowledge-based society*. Seoul: Samsung Economic Research Institute.
- Choi, J. I. (1997). A Study on the Structure of Learning Contents, Role of Teachers, and Principles of Evaluation in situated Learning Theory. *Education Studies. Journal of Educational Research* 35(3). 213-239.
- Choi, J. I. (1999). Inquiry into Instructional Strategies to Enhance Interaction in Web-Based Instruction. *Journal of Educational Technology*, 15(3), 129-154.
- Heo, H. O. (2006). Development of multimedia contents using storytelling as narrative thinking. *Journal of Educational Technology*, 21(2), 195-224.
- Ballast, K. H., Stephens, L. C., & Radcliffe R. (2008). The effects of digital storytelling on sixth grade students' writing and their attitudes about writing. *Technology and Teacher Education International Conference*, 875-879. Chesapeake, VA: AACE, 2008.
- Bransford, J. D., Sherwood, R. D., Hasselbring, T. S., Kinzer, C. K., & Williams, S. M. (1990). Anchored instruction: Why we need it and how technology can help. In D. Nix and R. Spiro (Eds.), *Cognition, education, and multimedia: Exploring ideas in high technology*, (pp.115-141). Hillsdale, NJ: Lawrence Erlbaum.
- Brown, J.S., Collins, A.S., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-42.
- Collins, A., Brown, J.S., & Holum, A. (1991). Cognitive apprenticeship: Making thinking visible. *American Educator*, 15(3), 6-11.
- Collins, A. M., Brown, J. S., & Newman, S. E. (1989). Cognitive apprenticeship: Teaching the craft of reading, writing and mathematics. In L. B. Resnick (Ed.), *Knowing, learning, and instruction: Essays in honor of Robert Glaser* (pp. 453-494). Hillsdale, NJ:
- Discoll, M. (2007). *Psychology of learning for instruction*[수업설계를 위한 학습심리학](Translated into Korean by Y. C. Yang) Seoul, Kyoyookgwahaksa. (Original work published 2000).
- Lambert, J. (2002). *Digital Storytelling: Capturing Lives, Creating Community*. Berkeley, CA: Digital Diner Press.
- Lave, J., & Wenger, E. (1991). *Situated Learning. Legitimate peripheral participation*, Cambridge: University of Cambridge Press.
- Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: sage.
- Mishler, E. (1986). *Research Interviewing: Context and Narrative*. Cambridge, MA: Harvard University Press.
- Morrow. (1985). Young Children's Responses to One-to-One Story Readings in School Settings. *International Reading Association*, 23(1), 89-107.
- Paull, C. N. (2002) *Self-perceptions and Social Connections: Empowerment Through Digital Storytelling in Adult Education*. United States , University of California.
- Sadik, A. (2008). Digital storytelling: a meaningful technology-integrated approach for engaged student learning. *Education Technology Research & Development*, 56(4) , 487-506.
- Stadler, M., A., & Ward, G. C. (2005). Supporting the narrative development of young children. *Early Childhood Education Journal*, 33(2), 73-80.
- White, H. (1989). The rhetoric of interpretation, In P. Hernadi (Ed.), *The rhetoric of interpretation and the interpretation of rhetoric* (pp. 1-22). Durham, NC: Duke University Press.
- Wenger, E., McDermott, B., & Snyder, W. M. (2004). *Cultivating communities of practice: a Guide to managing knowledge*[CoP 혁명] (Translated into Korean by S. K. Hwang). Seoul, Mulpure. (Original work published 2002).